

Newquay Primary Academy –Autumn Term 1 Sequence– Science



RECEPTION

Who am I?

Prior knowledge...

Children can make healthy choices about food, drink, activity and toothbrushing and understand 'why' questions.

To make healthy choices about food, drink, activity and toothbrushing. Begin to make sense of their own life-story and family's history.

Head, face, eye, eye lashes, nose, ears, hair, neck, cheek, skin tone, dentist, oral health, toothbrush, plaque

1. Understand healthy living and make healthy choices.
2. Discuss oral health with our local dentist visitor.
3. Understand how we are different and the same in positive terms.
4. Identify the parts of my face I need to draw my self-portrait.
5. Talk about family roles and routines and how they are the same/different using well formed sentences. Ask question to find out more from my friends.
6. Weather and Seasons. Talk about changes in Autumn. What happens in Autumn. Encourage New News about Autumnal changes and utilise any natural resources the children bring in for play opportunities.

Draw a detailed self-portrait for display. Explore The Orchard collecting natural resources to discuss what signs of Autumn I can see.

YEAR 1

Animals including humans

Prior knowledge...

Within EYFS children have a knowledge base of similarities and differences as well as growth and change over time in living things; plants, animals and humans as part of Understanding the World.

To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Head, body, eyes, ears, mouth, teeth, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue

1. Identify and name the basic parts of the human body
2. Draw and label the basic parts of the human body
3. Say which part of the body is associated with each sense (see)
4. Say which part of the body is associated with each sense (taste)
5. Say which part of the body is associated with each sense (feel)
6. Say which part of the body is associated with each sense (smell)
7. Say which part of the body is associated with each sense (hear)

To label the basic parts of the human body (on child wearing morph suit using Velcro labels set up like a medical school exam).

To go on a nature walk and to use my senses to describe what I can see, hear, smell, touch and taste.

YEAR 2

Everyday materials

Prior knowledge...

Children have named different everyday materials and identified some of their uses.

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pushing, pull, pulling, twist, twisting, squash, squashing, bend, bending, stretch, stretching

1. Identifying uses –
I can identify uses of different everyday materials.
2. Out and about –
I can identify and group the uses of everyday materials.
I can record my observations.
3. Comparing suitability –
I can compare the suitability of different everyday materials.

Children complete challenges using their knowledge gathered in the unit. (Build the tallest tower -wood, sponge, straw etc and explain why?)

INTENT

VOCABULARY / STICKY KNOWLEDGE

SEQUENCE OF LESSONS

OUTCOME / COMPOSITE